



Iowa's
TRUE AIM
student achievement is the target

AIM Decision-Making

Need, Selection, and Supports for Use, and Acquisition

Responsibilities of Decision-Making Teams

1. Establish and analyze the need for instructional materials in specialized formats
2. Select specialized format(s) needed by the student for educational participation and achievement
3. Determine supports needed for effective use of specialized formats
4. Commence SEA and/or LEA-defined acquisition steps that ensure provision of needed formats in a timely manner

Key Questions to Guide Decision-Making about Accessible Instructional Materials

1. Does this **STUDENT** need instructional materials in specialized formats to access the curriculum and receive FAPE?
2. What print-based materials are being used in the student's **ENVIRONMENTS?** In which environments will specialized formats be used?
3. For which **TASKS** will the student require materials in which specialized format?
4. What **TOOLS** will the student and others need?
 - *Technology? Instruction? Training? Services? Accommodations? Modifications?*

Step One: Part 1 Determining Need

Can the student effectively use the standard print-based textbooks and core related instructional materials that will be used across the curriculum?



IF YES...PROCEED WITH IEP DEVELOPMENT



IF NO...THE TEAM EXPLORES THE CAUSE OF
THE DIFFICULTY AND POTENTIAL
SOLUTIONS

Step One: Part 2 Analyzing Need

The Student

In developing the student's IEP, review:

- Evaluation information
- Present levels of academic achievement
- Print-based textbooks and core related materials to be used across the curriculum by ALL students

Consider skills and preferences

Step Two: Selecting Format(s)

The Environments and Tasks

Think about:

- *One format does not fit all...*
- *Different specialized formats may be needed for different tasks in different environments*

The Environments

Consider all Environments in which making meaning from print is required in order to receive FAPE. For example,

- Core academic classes
- Community-based programs
- Home

The Tasks

Include any task for which the student is required to gain meaning from print materials to participate and achieve. For example:

- Gaining information from short text
- Gaining information from large bodies of text

Step Three: Determine Needed Supports

The tools

- Gaining information from short text
- Gaining information from large bodies of text

Selecting Formats and Supports

When the Team has decided that a specialized format is needed, they must decide which format(s) would be most appropriate for the student and what supports would be needed

- Braille
- Large Print
- Audio
- Digital

Step Four: Begin Acquisition Process

- Determine eligibility for sources
- Follow SEA and/or LEA defined acquisition steps that ensure provision of needed formats in a timely manner
- Arrange for acquisition or development of needed supports so that they are in place when needed

For More Information

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